



Marshall Ranch Elementary School

Peoria Unified District

12995 N. Marshall Ranch Drive, Glendale, AZ 85304

ARIZONA
School Report Card
2000-2001

Principal: Mr. Bob Johnson

Schedule: 8:00 AM to 4:15 PM

Web Address: marshallranch.peoriaud.k12.az.us/

E-mail: bjohnson@peoriaud.k12.az.us

Grades: K-8

1999 Enrollment: 963

Phone: (623) 486-6450

Fax: (623) 486-6461

✓ School Overview ✓

Mission

Believing that all children can learn, our staff, parents and community will help prepare children for life through mutual respect, rigorous instruction, guidance and encouragement.

Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalized Classrooms
- w All Students Can Learn
- w LifeSkills - Character Development

Instructional Programs

- w Regular Full-day Classes (Grades 1-8)
- w Half-day Kindergarten
- w Gifted Programs
- w On-site Special Education Services
- w Advanced Placement
- w English as a Second Language
- w Reading Assistance Program (Grade 1)
- w Outdoor Education (Grade 6)

School/Academic Goals

- w Grade-level student scores in reading, language and math will increase by five percentile points in comparison to the spring 2000 Stanford 9 assessment scores.
- w Continue to improve student performance through on-going curriculum reform. Develop and implement strategies for quality communication among all clients: community, board, students and employees.
- w Continued teaching of LifeGuidelines and LifeSkills Program to nurture positive citizenship, decision making and character development.
- w Integrate technology with curriculum using a variety of technological tools to improve the efficiency and effectiveness of the teaching/learning process.

Enrollment

2000-2001 School Year Student Enrollment as of 10/11/00: 962

Accepting New Students in 2000-2001 Under Open Enrollment Law¹: Yes

Number of Students Attending Under Open Enrollment in 1999-2000: 75

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 2 Teacher(s)
 4 Parent(s)
 1 Non-certified Employee(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Parent/Educator Relations
 w School Climate
 w School Safety Issues
 w Extracurricular Activities
 w Budget
 w Develop Site Council Goals

▽ Staffing Information ▽

School administration and instruction for school year 2000-2001 are provided by:

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 2.00 | Teacher | 45.00 |
| Other Professional Staff | 2.00 | Teacher Aide | 4.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

| Experience | Degree | | | |
|------------------|------------|----------|-----------|-------|
| | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 11 | 0 | 0 | 0 |
| 4 to 6 years | 8 | 3 | 0 | 0 |
| 7 to 9 years | 4 | 2 | 0 | 0 |
| 10 or more years | 12 | 5 | 0 | 0 |

▽ Shared Responsibilities ▽

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing a safe, attractive school campus, our school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring student's completion of assignments; modeling positive attitudes toward learning; attending school activities including parent-teacher conferences and fostering respect of rules and property.

▽ Transportation Policy ▽

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Marshall Ranch Elementary School. Additionally, transportation services are provided for eligible special education students to Marshall Ranch Elementary School or other facilities as noted in the IEP.

▼ Calendar Information ▼

| | | | |
|--|---------------|---|---------|
| Number of Instruction Days: | 176 | First Day of School: | 8/21/00 |
| Average Daily Instruction Time: | 6 hrs. 0 min. | Last Day of School: | 5/24/01 |
| Number of Year-round Tracks: | 0 | Operates on Traditional Schedule | |

Report Card Release Dates

10/27/00 1/10/01 3/14/01 5/24/01

Additional Calendar/Report Card Information

▼ Resources Available at School Site ▼

Nutrition and Limited English Proficient Programs

Federal food programs available to eligible² students:

Breakfast - No Lunch - Yes Summer Food - No

Limited English Proficient programs³ available to eligible students:

Bilingual - No ESL - Yes ILEP - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

³ Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Language Education Program (ILEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an ILEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An ILEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

Special Facilities

W Electronic Classroom (K-6)

W Technology Lab (7-8)

W Cafetorium/Multipurpose Room

W Media Center/Art Room

Extracurricular Activities

W Student Council

W National Junior Honor Society

W Jazz Band

W Intramural Athletics

W Art Club

W Chorus

W Yearbook Club

W Renaissance Program (Grades 7-8)

School/Community Resources

W Intervention Specialist

W Crisis Intervention

W Free/Reduced Lunch Program

W YMCA Afterschool Program

W Health Services

W School Resource Officer

W Recreational Activities

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 1999-2000.

1999-2000 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W During the 1998-99 school year, 65.6% of Marshall Ranch's 5th-8th grade students achieved Honor Roll status. Also, 84% of our parents attended parent-teacher conferences on campus.</p> | <p>W Marshall Ranch band received an excellent rating at ABODA band festival and seven students were selected for District Honor Band. Jazz Band received an excellent rating at NAU Jazz Festival and first place at the Peoria Fall Festival.</p> |
| <p>W 118 seventh and eighth grade students (51%) achieved Renaissance recognition during the 1998-99 school year.</p> | |

Student Information: 1999-2000 Student Activity Rates

| | School | Arizona | | |
|---|--------|---------|-------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 95.7% | 94.7% | 93.4% | 94.1 % |
| Transfers Out ⁴ | 8.9% | 13.2% | 12.2% | 12.7% |
| Transfers In ⁵: Within District | 1.3% | 2.2 % | 1.8 % | 2.1 % |
| Transfers In ⁵: Out-of-District | 4.7% | 5.9 % | 5.5 % | 5.8 % |
| Promotion Rate ⁶ | 99.9% | 97.7% | 95.4% | 82.3% |
| Retention Rate ⁷ | 0.1% | 1.4 % | 2.4 % | 5.1 % |
| Dropout Rate ⁸ | NA | | | 12.2% |
| Status Unknown ⁹ | NA | | | 7.0 % |

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 1999-2000 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 1999-2000 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1999-2000 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 1999-2000 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 1999-2000 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1998-1999 school year, to include activity during the summer of 1998. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 1999-2000 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 1998-1999 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

| Award/Honor | Year |
|---|------|
| Pride of Peoria Recipient | 1999 |
| Pacific Life Foundation Grant | 1999 |
| North Central Association Accreditation | 1999 |
| Student Council State Honor Council | 1998 |

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is a test designed to measure each student's progress in learning the Arizona Academic Standards. Effective with the Class of 2002 (tenth graders in 1999-2000), students must meet or exceed the Standard on the reading and writing portions of AIMS in order to be eligible for a high school diploma. Students in the class of 2004 must also pass the math portion as a graduation requirement. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing or math will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5 and 8 will also take AIMS.

AIMS Results, 1999-2000

| Grade 3 | | Number Tested | MS | FFB ¹ | A ¹ | M ¹ | E ¹ |
|-------------|----------|---------------|-----|------------------|----------------|----------------|----------------|
| Reading | School | 89 | 532 | 1% | 9% | 57% | 33% |
| | District | 2475 | 525 | 6% | 15% | 51% | 28% |
| | State | 60290 | 518 | 12% | 18% | 45% | 25% |
| Writing | School | 89 | 530 | 2% | 6% | 90% | 2% |
| | District | 2459 | 530 | 7% | 17% | 68% | 8% |
| | State | 59162 | 524 | 14% | 19% | 59% | 8% |
| Mathematics | School | 92 | 512 | 2% | 32% | 54% | 12% |
| | District | 2461 | 505 | 10% | 33% | 41% | 16% |
| | State | 60159 | 497 | 17% | 35% | 33% | 15% |

Legend

| |
|---|
| MS - The Mean Score (average) on a 200-800 scale. A student must have achieved a score of 500 to meet the standard. Scale scores are not comparable between content areas. |
| FFB - Percent of students who Fell Far Below the standard |
| A - Approached the standard |
| M - Percent of students who Met the standard |
| E - Percent of students who Exceeded the standard |

| Grade 5 | | Number Tested | MS | FFB ¹ | A ¹ | M ¹ | E ¹ |
|-------------|----------|---------------|-----|------------------|----------------|----------------|----------------|
| Reading | School | 105 | 512 | 10% | 17% | 55% | 18% |
| | District | 2468 | 515 | 7% | 16% | 53% | 24% |
| | State | 60658 | 509 | 16% | 20% | 46% | 19% |
| Writing | School | 103 | 510 | 15% | 33% | 50% | 3% |
| | District | 2419 | 510 | 12% | 32% | 54% | 2% |
| | State | 59560 | 498 | 21% | 33% | 45% | 1% |
| Mathematics | School | 106 | 492 | 17% | 42% | 28% | 12% |
| | District | 2458 | 495 | 15% | 42% | 28% | 15% |
| | State | 60981 | 488 | 24% | 38% | 23% | 16% |

| Grade 8 | | Number Tested | MS | FFB ¹ | A ¹ | M ¹ | E ¹ |
|-------------|----------|---------------|-----|------------------|----------------|----------------|----------------|
| Reading | School | 117 | 512 | 15% | 18% | 50% | 16% |
| | District | 2417 | 512 | 18% | 17% | 46% | 19% |
| | State | 57752 | 499 | 30% | 18% | 38% | 14% |
| Writing | School | 116 | 525 | 6% | 24% | 63% | 7% |
| | District | 2392 | 513 | 7% | 29% | 60% | 5% |
| | State | 56051 | 497 | 17% | 35% | 45% | 3% |
| Mathematics | School | 121 | 479 | 32% | 46% | 14% | 8% |
| | District | 2418 | 475 | 36% | 45% | 16% | 4% |
| | State | 57975 | 465 | 50% | 34% | 11% | 5% |

¹Results reflect student performance on the English form of AIMS.

²Class of 2002 is the cohort of students who began 9th grade during the 1998-1999 school year.

Items of data containing information about fewer than five students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2000-01 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than five students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

| | | 1996-1997 | | | 1997-1998 | | | 1998-1999 | | | 1999-2000 | | |
|-------|--------------|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|
| Grade | Content Area | % | Score | AZ | % | Score | AZ | % | Score | AZ | % | Score | AZ |
| 2 | Reading | -- | -- | -- | -- | -- | -- | 100 | 67 | 50 | 96 | 69 | 52 |
| | Language | -- | -- | -- | -- | -- | -- | 100 | 67 | 40 | 100 | 63 | 43 |
| | Mathematics | -- | -- | -- | -- | -- | -- | 100 | 67 | 51 | 100 | 76 | 55 |
| 3 | Reading | 99 | 60 | 44 | 97 | 64 | 47 | 100 | 63 | 47 | 98 | 66 | 48 |
| | Language | 100 | 56 | 45 | 98 | 60 | 49 | 100 | 71 | 51 | 98 | 66 | 54 |
| | Mathematics | 100 | 58 | 41 | 98 | 68 | 46 | 100 | 66 | 49 | 96 | 62 | 52 |
| 4 | Reading | 100 | 69 | 52 | 100 | 69 | 53 | 100 | 67 | 54 | 96 | 68 | 54 |
| | Language | 100 | 58 | 45 | 100 | 60 | 47 | 100 | 62 | 49 | 95 | 68 | 48 |
| | Mathematics | 100 | 61 | 48 | 100 | 62 | 51 | 100 | 69 | 54 | 94 | 72 | 55 |
| 5 | Reading | 97 | 65 | 50 | 97 | 71 | 51 | 100 | 68 | 51 | 98 | 61 | 51 |
| | Language | 100 | 52 | 40 | 100 | 61 | 42 | 100 | 56 | 44 | 100 | 53 | 45 |
| | Mathematics | 100 | 48 | 47 | 100 | 63 | 51 | 100 | 62 | 54 | 100 | 65 | 55 |
| 6 | Reading | 100 | 70 | 52 | 95 | 69 | 53 | 100 | 73 | 54 | 100 | 66 | 53 |
| | Language | 100 | 64 | 40 | 98 | 60 | 41 | 100 | 64 | 44 | 99 | 59 | 44 |
| | Mathematics | 100 | 63 | 54 | 97 | 71 | 57 | 100 | 71 | 59 | 100 | 67 | 60 |
| 7 | Reading | 96 | 71 | 52 | 100 | 63 | 52 | 100 | 64 | 53 | 100 | 69 | 52 |
| | Language | 96 | 75 | 49 | 100 | 69 | 52 | 100 | 72 | 54 | 98 | 69 | 54 |
| | Mathematics | 95 | 65 | 50 | 100 | 57 | 53 | 100 | 66 | 55 | 98 | 66 | 56 |
| 8 | Reading | 100 | 70 | 54 | 100 | 69 | 54 | 100 | 66 | 54 | 96 | 69 | 53 |
| | Language | 100 | 63 | 45 | 100 | 66 | 46 | 100 | 67 | 49 | 95 | 69 | 49 |
| | Mathematics | 100 | 61 | 50 | 100 | 58 | 52 | 100 | 63 | 54 | 94 | 62 | 56 |

▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 1999 and 2000. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2000. Average student growth over the course of the past academic year is compared to a national average in the table below. One hundred percent (100%) indicates that students in a particular grade level at the school have achieved an average amount of growth compared to a national sample. A percentage greater than 100 percent indicates student growth was greater than the national average.

The MAP is an elementary school (Grades 2-8) indicator only.

| | Reading | Math |
|-------------------|------------------------------------|------------------------------------|
| | Percentage of Expected Gain | Percentage of Expected Gain |
| Grades 2-3 | 99 | 102 |
| Grades 3-4 | 147 | 124 |
| Grades 4-5 | 68 | 96 |
| Grades 5-6 | 137 | 201 |
| Grades 6-7 | 106 | 55 |
| Grades 7-8 | 135 | 47 |

*Less than 8 students matched

**Less than 25% of students matched

***No information available

****Not applicable

▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2000 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The Marshall Ranch Safety Committee and Crisis Teams continue to review district procedures and tailor them to meet the needs of our community. Our LifeSkills program promotes responsible citizenship and character development. Our partnership with the Glendale Police Department teaches safety to the lower grades, while the DARE program educates older students on substance abuse. The community was surveyed to provide feedback on safety concerns and we hold schoolwide drills regularly.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

▼ Per Pupil and School Expenditures for the 1999-2000 School Year ▼

| Expenditure Category | *Per Pupil Expenditures by Category | School Expenditures by Category |
|---|--|--|
| Classroom Instruction | \$2,314 | \$2,133,990 |
| Classroom Supplies | \$23 | \$20,994 |
| Administration | \$278 | \$256,441 |
| Support Services-Students | \$306 | \$282,095 |
| Other Support Services and Operations | \$972 | \$895,907 |
| Total Expenditures- All Categories 1999-2000 | \$3,893 | \$3,589,428 |

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Classroom Enhancement Funds 1999-2000 ▼

For fiscal year 1999-2000, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, Arizona Revised Statutes, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 1999-2000 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$761,450.88 [\$18.48 per Student x Enrollment (ADM)].

| Enhancement Programs | Amount Spent |
|--|---------------------|
| Classroom Teacher Salaries | |
| Employing New Teachers | |
| Teacher Training and Development | |
| Classroom Technology | |
| Strengthening K-3 Programs | |
| Additional School Days | |
| Support Programs to Meet State Standards | |
| Reading Clinics | |
| Achieving/Maintaining School Sizes for Fewer Than 450 Pupils | |

Total Amount of Classroom Enhancement Funds Expended at the School Level NDS

▼ Contacts ▼

| | Name | Phone | Extension |
|----------------------------------|-----------------|----------------|------------------|
| School Site Council | Robert Johnson | (623) 486-6450 | |
| Transportation Policy | Steve Highlen | (623) 486-6006 | |
| Community Resources | Susan LeMmon | (623) 486-6453 | |
| School Nutrition Programs | Cathy Simmons | (623) 486-6454 | |
| Parent Organization | Sherry Williams | (623) 486-6450 | |
| Student Health/Nurse | Susan LeMmon | (623) 486-6453 | |

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at <http://www.ade.state.az.us/srcs/> on the Internet.

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